

Make-up Assignment

November 13, 2010 Super Saturday
Creating Rigor in the Classroom

Assignment/Instructions

The topic of the November 13th Super Saturday was “What is Rigor?” Please type your responses (double-spaced in 12 pt. font Times New Roman) and email them to me (alison_winzeler@ncsu.edu) as a Word attachment. There are 3 parts to this assignment. Each part should meet the minimum page requirements in italics.

Due Date

Your make-up assignment is due on or before **December 4th**.

Part I: What is Rigor? *2-3 pages double-spaced*

Read the first two pages of the PDF Handout titled “Defining Rigor.” Using the examples you read as a model, think about a personal learning experience that you felt was especially challenging and rigorous.

A. Rigor and You

1. What did it look, feel, and sound like?
2. What were you doing?
3. What did others do (if anything) to create that experience for you?

B. Rigor and Students

1. Why don't teachers challenge students?
2. How do you think teachers can create more challenging experiences for students?

Part II: Rigor and Bloom's Taxonomy *1-2 pages double-spaced*

- A. Summarize your current understanding of Bloom's Taxonomy.
- B. What is the purpose of Bloom's Taxonomy?
- C. What does Bloom's Taxonomy teach us about our own methodology?
- D. How can teachers use it to apply rigor to the classroom?

Part III: Article Review and Application *2-3 pages double-spaced*

Read “Rigor Redefined” (Wagner, 2008).

- A. Answering the following questions using complete sentences:
 1. What was the author's research purpose?
 2. Who is Clay Parker and why did the author interview him? What did he learn from him?
 3. List and summarize the “seven survival skills” students will need in the 21st century.
- B. Describe a lesson plan that you have written for your students or for your NC TEACH class. Then explain how you would apply “rigor” and rewrite the lesson. You may consult outside resources if necessary. Please be sure to document them.